

Teachers' Perspectives on Integrating Digital Tools in Primary Education: Opportunities and Challenges

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Abstract

This study focused on the primary school teachers' perspectives at Guiwan Elementary School, Zamboanga City, about the use of digital tools in classroom teaching in the 2024–2025 academic year. The item of the research was to determine the advantages and challenges faced while using digital devices for student engagement, personalized learning, time management, infrastructure, teacher training, and equal access. A descriptive quantitative approach was taken, and the participants were 37 experienced Grade 1-6 teachers who have worked with digital tools. The results pointed out that teachers were of the opinion that digital tools were helpful in improving engagement, individualizing teaching, and making students learn effectively. Nevertheless, they also faced the barriers of lack of internet access for some students, little professional learning, and faulty infrastructure. The statistical testing disclosed no significant differences in the teachers' perceptions regarding the groups of experience and training. This means that there is a complete agreement among the respondents. The outcome set out the need for a higher level of ICT provision, implementation of inclusivity initiatives, and continuous teacher support in order to promote digital integration in the early years of schooling. This study brings out the ideas that can be of use to school principals, policymakers, and teachers of what they can do to make sure the technology-based learning environments are effective and fair.

Keywords: Digital Tools; Primary Education; Teacher Perspectives; Technology Integration; Student Engagement; Personalized Learning; Infrastructure; Equity; Professional Development; Zamboanga City

1. Introduction

Over the past few years, incorporating digital tools into primary education has become a major approach to improving educating and learning. The fast spread of technology into many areas, including education, is encouraging schools to rely more on digital programs and tools to help teachers and students. Tools such as computers, tablets, learning management systems and interactive software help students get more personal learning; teachers save time and encourage students to take part in various classroom lessons. Since these tools are being used in schools more often, we should pay attention to how teachers see and handle them to support their practical use.

In spite of the possible benefits, primary school teachers still struggle to use technology to its full potential. Typically, these problems consist of a lack of access to technology, not enough expert advice for teachers and situations where some students do not have the same benefits as others when it comes to digital learning. On top of this, different levels of experience and training among teachers can affect how well they use technology in their classrooms.

With all these points in mind, this study wants to understand the perspective of primary school teachers at Guiwan Elementary School in the Tetuan District of Zamboanga City about using digital tools in their teaching during the 2024–2025 academic year. The research looks into how people see the advantages in more engagement, tailored learning and better efficiency, along with the issues about infrastructure, training teachers and fairness. The study aims to provide useful information for school administrators, policy leaders and stakeholders by first consulting with teachers about digital technology in schools.

1.1. Problem Statement

This study aimed to explore the perspectives among primary school teachers teaching grades 1 to 6 on the opportunities and challenges they face when integrating digital tools into their teaching practices during the academic year 2024 to 2025 at Guiwan Elementary School, Tetuan District, Zamboanga City Division.

To direct this process, the following research questions will guide this study:

- a. What are teachers' perspectives on the opportunities of integrating digital tools in primary education in terms of?
 - i. Engagement and Motivation
 - ii. Personalized Learning
 - iii. Efficiency and Time Management
- b. What are the challenges do teachers faces in integrating digital tools in their teaching practices in terms of?
 - i. Infrastructure and Resources
 - ii. Professional Development of Teachers
 - iii. Equity and Access
- c. Is there a significant difference in the teacher's perspectives when variables are grouped according to experience and training?

1.2. Scope and Delimitation

The purpose of this study is to investigate the views of primary school teachers teaching grades 1 to 6 at Guiwan Elementary School within the Tetuan District in the Zamboanga City Division. This study will aim to identify the opportunities and challenges faced by primary school teachers when attempting to use digital tools in their teaching practice. Data will be collected through a survey questionnaire, using teachers who have used digital tools as the target participants. The study would only include the 2024-2025 academic year data to provide some contemporary, context-specific insights regarding digital tool integration in the primary educational setting.

The study is restricted to Guiwan Elementary School in Tetuan District, Zamboanga City Division. Therefore, the findings may not be equally applicable to every school in Zamboanga City or otherwise since the opportunities and challenges teachers face might differ because of the area, school conditions, or regional policies. The study will provide findings limited to Grades 1-6 teachers and will not cover the experiences of teachers in other grades (for example, kindergarten or secondary grades), and consequently, the results may have no validity for all primary teachers as well as teachers in higher grades. The only perspectives that will be studied are those of teachers, and this study will not include different perspectives from stakeholders such as parents, students, or administrators. Therefore, the study may not fully represent the impact of digital tool integration on the entire school community. The study may not offer a genuine comparison of experiences between teachers with access to technology or digital literacy. Variations in access to digital tools or connection or level of technology familiarity may also affect the results and impact the challenges participants reported. Due to the time and resources available for the study, the number of teachers surveyed may not be vast.

In addition, the research will be done within a delimited period (the 2024-2025 academic year), and the results will only indicate teachers' experiences within that time, possibly overlooking long-term trends or transformations. Teachers can give biased answers based on individual experiences, familiarity with technology, or fear of teaching practices. More adept teachers with digital tools might indicate fewer problems, whereas others who experience problems might highlight hindrances, resulting in a distorted view of the general situation. The research will not examine the wider institutional or policy issues likely to affect the use of digital tools, including government initiatives, school funding, or administrative policies. These are factors that lie outside of the immediate control of teachers and administrators and may affect teacher experience and success in implementing digital tools. They will not, however, be the concern of this research. The research will deal with the overall use of digital tools but not delve into specific tools or technologies (e.g., individual learning software or specific devices). This implies that the results of the study might not have a comprehensive understanding of how particular technologies work.

2. Methodology

2.1. Research Design

This study utilized a descriptive quantitative design where numerical data was gathered and analyzed to precisely describe a specific context with minimal interference with the variables of interest (Creswell, 2014).

In this study, a descriptive quantitative research design will be used to gather quantifiable data about primary school teachers' perceptions of and experiences with their use of digital tools to support teaching and learning. Utilizing this strategy will provide an organized means to collect information systematically from a large number of participants, facilitate a better understanding of trends, and record the use of digital tools by teachers while also allowing the researcher to collect and analyze information about teachers' experiences.

It will classify both technological and pedagogical challenges, giving clarity on the factors restricting or enhancing integration. The results will inform tangible resolutions—such as more training and more infrastructure—and encourage evidence-based decisions directed towards increasing the use of digital tools in education.

2.2. Respondents

The respondents for this study will consist of 37 (primary) teachers employed at Guiwan Elementary School who are currently instructing students in grades 1 to 6. The respondent-teachers must have first-hand experience of the use of digital tools for instructional use in the classroom, even if just once helping students engage with the curriculum. The focus of this study will be on teachers have used digital tools in the academic year 2024-2025, with any data collected from study participants reflecting actual, context-specific experiences in the use of digital tools in primary settings.

The respondents must be indicative of the educational context of Guiwan Elementary School within the Tetuan District of the Zamboanga City Division to reinforce that the study is about local, relevant experiences of the use of digital tools in primary education. The respondents must also remain willing to respond to the survey questionnaire with their honest interpretations of the opportunities and barriers to using digital tools in classrooms.

2.3. Sampling Procedure

The sampling method employed in this study is purposive sampling, using a total enumeration technique in which the researcher selects participants based on their judgment, ensuring the sample includes individuals with relevant knowledge or characteristics (Etikan et al., 2016). The researcher included all members of a defined population that meet the purposive criteria. As described by Creswell (2012), total enumeration involves studying every individual within the defined group rather than selecting a subset.

This method is appropriate for the study because it proposes to gather data from primary school teachers who teach grades 1–6 at Guiwan Elementary School in Tetuan District of Zamboanga City Division, especially those who have experience using digital tools in their teaching. Purposive sampling will target teachers who used digital tools for teaching, and the researcher can purposively select teachers who possess this experience. Therefore, purposive sampling allows the researcher to focus only on just those teachers who meet the specific criteria. These teachers' experiences will be useful when exploring the opportunities and challenges presented by digital tools in primary education.

2.4. Research Instrument

The questionnaire includes 3 sections. The demographic background of the participants is presented in Part 1 of the questionnaire and has 3 items regarding teaching experience, the number of relevant trainings attended, and the quality of training on integrating digital tools received. The other two sections of the questionnaire delve further into teachers' perceptions of opportunity and challenges in integrating digital tools in to their teaching practices. Part 2 contains 10 items focused on the teachers' perceptions of the opportunities to integrate digital tools in primary education specifically in relation to engagement and motivation, personalized learning, and efficiency and time management. Part 3 consists of 30 items to explore the challenges teachers deal with when integrating digital tools in their teaching practices, particularly with infrastructure and resources, professional learning, and equity and access. The questionnaire used in this descriptive quantitative study is a modified version of questionnaires used in the studies "Challenges and Implementation of Technology Integration: Basis for Enhanced Instructional Program" (Rifel Jeene Celeste & Ninfa Osias, 2024) and "Teaching and Learning with Technology: Effectiveness of ICT integration" (Ghavifekr, S. & Rosdy, W.A.W. -2015) and are considered appropriate for this study. The questionnaire utilized in this descriptive quantitative study is adapted from the original surveys designed for the studies

"Challenges and Implementation of Technology Integration: Basis for Enhanced Instructional Program" by Rifel Jeene Celeste & Ninfa Osias (2024) and "Teaching and Learning with Technology: Effectiveness of ICT Integration" by Ghavifekr, S. & Rosdy, W.A.W. (2015), which are considered appropriate for this study.

2.5. Data Gathering Procedure

For the study, the researcher used a survey questionnaire that included questions to ascertain a teacher's opportunities and challenges when using digital tools for teaching. The questionnaire items would be customized for teachers who used digital tools in Grades 1 to 6. Before sending the questionnaire, the researcher prepared an approval letter to be sent to the School Head and a consent letter to be signed by the teacher participants. Both letters were signed by the researcher and research advisor to remain ethical.

The researcher determined the sample frame and used purposive sampling for the total enumeration of primary school teachers and selected the primary school teachers from Guiwan Elementary School situated in the Tetuan District of the Zamboanga City Division. The criteria for selecting the participants limited the teachers to Grades 1 to 6 who integrated digital tools in the classroom environment and invited them officially to participate.

For the researcher to conduct the research, it was ratified by the Dean of the Graduate School at Zamboanga Peninsula Polytechnic State University after acquiring ethical clearance and approval. Once approved, the researcher set visits with the selected participants from Guiwan Elementary School to ask the questions in the questionnaire.

The survey was distributed either face-to-face or electronically, depending on the preference of the participant. The survey was completed during faculty meetings for those who completed it face to face or emailed electronically to the participants who preferred the electronic version of the survey. Participants were given a set (15) minutes to complete the questionnaire, allowing enough time to understand and respond honestly. All participant responses were collected confidentially to protect the identity of the participant and create an opportunity for honest responses.

The researcher followed all ethical guidelines to the letter for the entirety of the data collection process. After the data collection was complete, the data were then analyzed to establish common themes, opportunities, and challenges related to implementing digital devices in primary schooling. The time frame of the research study focused on the school year 2024 - 2025. Such a narrow time frame establishes that the insights gained from the survey would be applicable at that time.

3. Results and Discussion

3.1. Demographic Profile of Teacher-Respondents

Table 3.1.1. Years of Teaching Experience of Teacher-Respondents

Years of Teaching Experience	Count	Frequency
0-3 years	5	13.5%
4-7 years	18	48.6%
8-10 years	1	2.7%

11+years	13	35.1%
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Table 3.1.1 presents the years of teaching experience of teacher-respondents at Guiwan Elementary School. The data from teacher years of experience gives useful information about the structure of the teaching workforce. More than half or 48.6%, are in the 4–7 year work experience group. It means that 47% of the teachers are in their mid-career phase and have confidence at work, although they have not been teaching a long time yet. About a third (35.1%) of the teachers have more than 11 years in the profession, demonstrating that experienced educators are part of the school system and can offer advice and leadership to others. By comparison, only 13.5% of those surveyed have worked for less than 3 years and are therefore fairly new or early-career teachers. The small amount of new teachers entering the profession may be caused by fewer fresh graduates starting there or low people leaving their jobs. It is interesting that not many teachers only 2.7% have 8–10 years of experience, suggesting that this time period could be less attractive for either hiring new teachers or for retaining current ones. Mostly, the collection of data reflects that mid-career and veteran educators make up the majority and less are found at the beginning or transitioning points of their careers.

Table 3.1.2. Formal Training in Digital Teaching Tools

Formal Training in Digital Teaching Tools	Count	Frequency
Yes	30	81.1%
No	7	18.9%

Table 3.1.2 presents the formal training in digital teaching tools. It was found through surveys that more than three-quarters (81.1%) of respondents have had proper training in using digital tools and instructional technologies. Such trends show that teachers in K-12 institutions are equipped with digital skills because their schools are working on providing support for effective use of technology. Because of the role of technology in classrooms now, training in digital skills is especially necessary for students today. Furthermore, 18.9% said they had never been trained in digital teaching tools. It seems that close to one in five teachers are probably not using much instruction on technology which may hold them back from using it fully. Even though teachers generally are prepared for digital education, the fact that a few are not points to the requirement for continued professional growth for everyone.

Table 3.1.3. Perceived Quality of Digital Tools Training

Perceived Quality of Digital Tools Training	Count	Frequency
Very Poor	0	0.00%
Poor	1	3.1%
Fair	6	18.8%
Good	21	65.6%
Excellent	4	12.5%

Table 3.1.3 presents the perceived quality of digital tools training. Most people reported that they had a good experience with the digital tools training they were offered. More than two-thirds (65.6%) assessed the training as "Good," and one-tenth (12.5%) said it was "Excellent." It shows that over three-fourths of the participants were glad about the training, since they liked the content, the way it was taught or how they could use it. Also, 18.8% think the training was only fair, meaning it met basic expectations but could be better in

terms of working on real-world tasks, depth of lecture notes or extra guidance. Just one person (3.1%) rated the training as “Poor,” and no one thought it was “Very Poor,” suggesting that very few people had negative experiences. While educators generally think well of digital tools training, it is clear that more improvements can be made to guarantee that the whole teaching community is satisfied.

3.2. Teachers’ Perspectives on the Opportunities of Integrating Digital Tools in Primary Education

Table 3.2.1. Engagement and Motivation

Indicators	Mean	Verbal Description	N
The use of digital tools encourages students to communicate more with their classmates.	3.38	Agree	37
The use of digital tools increases students’ confidence to participate actively in the class.	3.43	Agree	37
The use of digital tools enables students’ to express their ideas and thoughts better.	3.30	Agree	37
The use of digital tools promotes active and engaging lesson for students’ best learning experience.	3.57	Strongly Agree	37
Overall Mean	3.42	Agree	37

Note. 3.50 – 4.00 → Strongly Agree 2.50 – 3.49 → Agree 1.50 – 2.49 → Disagree 1.00 – 1.49 → Strongly Disagree

Table 3.2.1 presents the engagement and motivation. Data gathered on Engagement and Motivation indicates that digital tools are usually helpful in keeping students involved in class. Because the mean score was 3.42 which stands for Agree, it reveals that students think digital tools assist them in being invested and enthusiastic about learning activities. The highest point from the means which is 3.57 (Strongly Agree), demonstrates that students believe digital tools are very beneficial for creating lessons that are active and engaging. It matches the belief that interactive digital tools help learning become lively and centered on students. Digital tools, it is found, encourage students to contribute more in class (3.43, Agree) and to strengthen their communication with other students (3.38, Agree). On the question of how far digital tools support students in expressing their ideas clearly, the lowest score (3.30, Agree) was still considered positive and indicates a generally positive view on this aspect. It is clear from these results that using digital tools in education helps students collaborate and stay interested in learning. The study by Li and Lalani (2020) found that using technology in education increases how much students are involved and interested through interactive and personalized learning.

Table 3.2.2. Personalized Learning

Indicators	Mean	Verbal Description	N
The use of digital tools helps personalize learning by allowing students to learn at their own pace.	3.38	Agree	37
The use of digital tools enables me to provide individualized feedback to students in real-time.	3.35	Agree	37
The use of digital tools supports diverse learning styles and abilities in my classroom.	3.44	Agree	37
Overall Mean	3.39	Agree	37

Note. 3.50 – 4.00 → Strongly Agree 2.50 – 3.49 → Agree 1.50 – 2.49 → Disagree 1.00 – 1.49 → Strongly Disagree

Table 3.2.2 presents the personalized learning. It is found from Personalized Learning that students and teachers view digital tools positively as assisting with tailored instruction in classrooms. It appears that

educators agree that digital technologies help in making the process of learning more customized for students, according to the overall average of 3.39 (Agree). The indicator that gets the highest rating, “Using digital resources helps me meet diverse learning needs in my class” (3.44), stresses how crucial technology is for students’ different methods of understanding material. Much like that, digital tools help students work independently, since they can go over topics again or continue as they wish. Digital tools are now used to help languages teachers provide quick, personalized feedback (3.35) which shows how technology aids in making better and more timely educational changes. This research stresses how useful integrated technology is for personalized education. As stated in Trust and Whalen (2020), using digital tools supports teachers in meeting each individual student need which boosts how responsive and inclusive the classroom is.

Table 3.2.3. Time Management

Indicators	Mean	Verbal Description	N
The use of digital tools helps me save time in lesson planning and preparation.	3.49	Agree	37
The use of digital tools makes administrative tasks (such as grading, tracking attendance) more efficient.	3.51	Strongly	37
The use of digital tools allows me to manage classroom activities more effectively, making better use of time.	3.46	Agree	37
Overall Mean	3.49	Agree	37

Note. 3.50 – 4.00 → Strongly Agree 2.50 – 3.49 → Agree 1.50 – 2.49 → Disagree 1.00 – 1.49 → Strongly Disagree

Table 3.2.3 presents the time management. Based on the result, it is clear that digital tools are appreciated by users for increasing efficiency and productivity in teaching. Finding an average score of 3.49 (Agree) shows that teachers generally feel that using digital tools helps them manage their time better. The indicator that received the highest score, 3.51 (Strongly Agree), was about the efficiency of digital tools in tasks like grading and monitoring attendance. Because of technology, teachers spend less time on everyday tasks and have more time to plan lessons and interact with their students. Furthermore, digital tools are valued for lesson preparation (3.49) and controlling classroom activities (3.46) which add structure and save time in the classroom. Based on the results, technology not only supports teaching in class, but also reduces the time spent on planning and administering teaching. Also, Cutri et al. (2020) uncovered that digital technology helps teachers manage workload and plans better, so they can invest more energy in students and their learning.

3.3. Challenges Faced by Teachers on Integrating Digital Tools

Table 3.3.1. Infrastructure and Resources

Indicators	Mean	Verbal Description	N
We have sufficient technological resources such as computers, tablets, and other devices.	2.49	Disagree	37
I can use technology effectively because of the stable internet connection	2.54	Agree	37
There is a technology support staff that is available to assist with technical issues and maintenance.	2.54	Agree	37

There is a budget allocation specifically designated for the improvement and upkeep of technology resources.	2.49	Disagree	37
The computer laboratories or technology-equipped spaces for educational activities are sufficient	2.32	Disagree	37
The physical infrastructure, such as power outlets and seating arrangements, adequately supports technology use in educational activities.	2.54	Agree	37
The computer laboratories or technology-equipped spaces are accessible for educational activities	2.43	Disagree	37
Technical support is provided in tasks such as researching, working on projects, and collaborating with others.	2.54	Agree	37
There are plenty of software applications and digital learning materials that are readily accessible for teaching and learning purposes	2.73	Agree	37
The technical support system addresses issues related to technology resources and infrastructure	2.51	Agree	37
Overall Mean	2.51	Agree	37

Table 3.3.1 presents the infrastructure and resources. Respondents gave mixed opinions about the necessary technology for teaching and learning. Looking at the overall average of 2.51 (Agree), it appears that while people notice some existing support systems, there are still important reasons why digital technology is not fully used in education.

Numerous aspects received scores lower than 2.50, showing that respondents did not have the same opinions. On the other hand, the majority of educators did not think there are enough computers and tablets (2.49) and neither was there a clear budget dedicated to looking after these devices (2.49). Access to computer laboratories or technology spaces is still a problem, with people dissatisfied with how many exist and how simple it is for students to use them. A large number of schools may not have all the equipment or systems necessary to offer digital learning which is the primary reason for such low ratings.

There are some issues, yet some parts of the infrastructure look to be operating well. People participating in the survey found that there is generally a good internet connection (2.54) and that teams of technical support staff deal with maintenance and operational matters (2.54). They thought that digital learning materials and software applications were available (2.73), perhaps because getting to physical resources might be more difficult. Also, support from technical teams was received moderately well (2.51) reflecting that teachers and students notice their help when using technology.

While there appears to be strong basic assistances and tools linked to education, they are not strong enough to ensure that technology improves learning. This means that putting more emphasis on infrastructure devices, spaces for learning and budget approval is very important for digital education in schools.

According to Eickelmann and Vennemann (2020), schools need to have the right technology, clearly defined teaching methods and backing from the institution for digital tools to successfully work within education. These experts say that, despite efforts to train them in using technology, inadequate equipment and support in schools can greatly reduce how effectively teachers use it. So, even if digital adoption increases, problems with schools' infrastructure and enough financing should be resolved to make sure all students and teachers have equal and lasting access to digital learning.

Table 3.3.2. Professional Development of Teachers

Indicators	Mean	Verbal Description	N
I have received several formal training sessions on effectively integrating digital tools into my teaching practices.	2.95	Agree	37
I incorporate digital tools into a wide range of teaching activities	3.16	Agree	37
Training sessions were given to address specific classroom needs and challenges in digital tools integration.	3.03	Agree	37
I am confident in my ability to effectively incorporate digital tools into a variety of teaching methods.	3.16	Agree	37
I believe I possess sufficient readiness to effectively incorporate digital tools into a variety of teaching activities.	3.19	Agree	37
Training sessions that focus on integrating digital tools into teaching practices is conducted.	3.08	Agree	37
There are enough continuous professional development opportunities to improve teachers' technological proficiency.	2.95	Agree	37
The trainings prepared me with the necessary skills and confidence to utilize digital tools in my classroom.	3.16	Agree	37
I received support and encouragement to explore technology-based teaching methods.	3.03	Agree	37
The professional development program addresses my diverse needs and skills on digital tools integration.	3.08	Agree	37
Overall Mean	3.08	Agree	37

Table 3.3.2 presents the professional development of teachers. The respondents, on the whole, feel they are ready to include technology in the classroom. The mean score of 3.08 (Agree) demonstrates that professional development programs do support teachers fairly well, though progress can still be made by offering more frequent and specific training programs.

Examining these indicators more carefully finds that there are some positives. Many teachers feel ready and confident to incorporate technology into different ways of teaching because their belief in these aspects received the highest scores (3.19 and 3.16). Also, using digital tools in several activities (3.16) and undergoing training to gain needed abilities and confidence (3.16) suggest that current professional development efforts are somewhat useful for helping educators improve their technology skills.

Holding training to solve particular in class problems (3.03) and offering helpful environments that welcome trying new technology focused ways to teach (3.03) demonstrate that teachers are given special assistance in digital integration. Still, one thing that stands out is that professional development opportunities are always rate below 3, demonstrating people's dissatisfaction with their training sessions and continuous development. The scores reveal that the efforts are sometimes ineffective or unsustainable. While teachers say there is some training, it might not be given regularly or with the depth needed to handle new trends in digital teaching.

Based on Tondeur et al. (2018), to improve in technology integration, professional development should happen continually involve teamwork, be related to actual classroom situations and be focused on real practice. They stress that continual learning and hands on training are needed which cover both digital skills and techniques for teaching digital lessons. In other words, with professional development established putting

more focus on ongoing, training programs matching teachers needs could greatly improve their ability to work with technology.

Table 3.3.3. Equity and Access

Indicators	Mean	Verbal Description	N
All students have equal access to digital resources for learning	2.24	Disagree	37
We provide additional support or resources specifically tailored to learners who have limited access to technology outside of the school	2.46	Disagree	37
The accessibility of technology has a significant impact on the overall educational experience of learners.	3.0	Agree	37
There is adequate level of support to students who encounter obstacles in effectively using technology.	2.65	Agree	37
The current curriculum incorporates digital tools in a way that is inclusive and accessible to all learners	2.89	Agree	37
Support and training to learners who are new to using digital tools for learning are provided.	2.62	Agree	37
The current curriculum incorporates digital tools in a way that is inclusive and accessible to all learners	2.76	Agree	37
The educational resources, including digital content and tools, ensure equal accessibility for all learners, regardless of their background or circumstances.	2.81	Agree	37
Teachers are equipped with the necessary training and support to integrate digital tools into their classroom.	2.84	Agree	37
We actively identify and address barriers to access technology resources for learners with disabilities and special educational needs	2.51	Agree	37
There is accessibility to digital tools and resources for learners from underserved communities.	2.68	Agree	37
Overall Mean	2.24	Disagree	37

Table 3.3.3 presents the equity and access. Part of the Equity and Access findings explains that there is a major concern about digital tool integration in schools. Even though there were some areas where people agreed, the average score (2.24 on the Disagree end) demonstrates a widespread belief among respondents that access to digital learning resources is not adequate. Therefore, providing the same technology-enhanced education for all, independently of their wealth, history or skills, becomes a challenge.

The indicator “All students have digital resources for learning,” was given the lowest mean score of 2.24, meaning many strongly disagreed. It implies that there remain differences in who has access and some students, mainly in underserved areas or without internet or technology at home, are struggling to keep up. Furthermore, most respondents disagreed on providing extra support for limited access to technology at home (2.46), pointing out that more must be done to reduce this digital divide.

Yet, a few other outcomes suggest that the closer we are to a recovery. Most participants agree that technology plays a big role in shaping students’ learning (3.00) and they say some assistance is available to those who encounter problems using electronic tools (2.65) and to those who are just discovering them (2.62). Teachers want to integrate technology in the manner students can access (2.89) and accept all students (2.76), although these goals are not completely reached.

People generally agreed that students with disabilities or special needs (2.51) and those from underserved communities (2.68) should be supported, but these topics got lower scores, meaning there's a need for more thorough planning. Besides, while it is stated that teachers are trained in using digital tools (2.84), the country's infrastructure and policies may not support the variety of needs among students.

These findings are similar to what Reich et al. (2020) reported, saying that lacking equal access to gadgets, the internet and personal help in education can cause technology to further increase inequalities. From what they observed, without proper funding and efforts to include everyone, the digital divide could get worse, primarily for marginalized students.

Therefore, this information makes it clear that schools and other educational institutions need to create more inclusive policies, assist disadvantaged students and see that digital tools are used to help all students, instead of making things harder for them.

3.4. Significant Difference in the Teacher's Perspectives According to Experience and Training

Table 3.4.1. Significant Difference

Variables X	Y	F-value	P-value	Decision	Interpretation
Teachers' Perspectives on the Opportunities of Digital Tools in Primary Education	Challenges on the Integration of Digital Tools in Teaching Practices	0.607	0.615	Accepted	Not Significant
Significance Level: 0.05					

Table 3.4.1 presents the significant difference. The findings displayed under Significant Difference (SOP 3) reveal whether there is a significant difference in what teachers think about using digital resources in primary schools, depending on their experience and training. In the analysis, the study contrasts opportunities and challenges that online tools bring to teaching.

An analysis of the results shows that F-value is 0.607 and P-value is 0.615, this is greater than significance level 0.05. The results show an F-value of 0.607 and a P-value of 0.615 Based on this the null hypothesis is accepted and the result is interpreted as not significant. This means that there is no significant difference in the perspectives of teachers on digital tool integration in primary education based on their varying levels of experience or training

It seems that having experience and formal education does not greatly affect teachers' opinions about using digital tools. This may suggest that teachers are following similar digital policies or approaches which make attitudes similar among them. There may also be something in the teachers work environment like similar access to tools, limitations in the technology or what is taught that leads to most teachers giving the same answers.

According to Gudmundsdottir and Hathaway's (2020) opinion, a teacher's beliefs about using technology are formed both through their background and what their school offers in training and by elements

of the system like support from institutions, guidance from policies and the culture of the school community. They have found that despite variances in teacher's careers or education, similar opinions about teaching may develop when there are few differences in what teachers have to work with or how they were trained. Essentially the lack of difference points out that efforts to improve digital integration education need to be for all teachers not only for some teachers with more experience.

4. Summary of Findings

This examination examined what educators think about using technology in primary education and it looked at several important areas engaging students, personalized learning, managing time, providing resources, professional growth equal access to education and how experience and training affect their opinions.

Engagement and Motivation Most teachers considered that digital tools encourage students' participation by supporting social skills, increasing their self-belief and supporting active learning. The strongest support was for digital tools that make lessons more lively which is similar to the rising importance of interactive learning.

Personalized Learning Digital tools were seen to help with personalized learning by adjusting to various student learning styles, allowing students to move at their own pace and providing immediate feedback to each student. It was agreed among teachers that technology allows instruction to be personalized to fit what each student requires, showing a positive attitude about differentiated learning.

Time Management, according to teachers, let them prepare lessons faster, process student attendance and grades more quickly and organize activities more efficiently in their classroom. So, it appears that using technology can make teachers more efficient in their jobs.

Infrastructure and Resources while there were some positive reports about access to support systems and learning materials, the participants said they were mostly unhappy with the technology resources, budgets and infrastructure in the schools. They make it evident what is blocking successful use of digital technology.

Professional Development Many teachers believed they were moderately prepared and assisted in using digital tools and they felt the training sessions were helpful and valuable. However, it was felt that some areas of ongoing, relevant training were missing, motivating the push for regular training that helps people in their jobs.

Equity and Access most people in the survey felt that all students do not have the same opportunities with technology and that support for disadvantaged children is lacking. Support programs are available, though the differences in access and inclusion are still a serious problem.

Effect of Experience and Training from statistical analysis displayed that teachers levels of experience and training did not affect how they saw the advantages and disadvantages of digital tools which meant there was a common opinion among the different teacher groups.

5. Conclusions

With digital tools in primary schools, learning can be more engaging personalized and teachers can work more efficiently. But issues with the infrastructure, limited resources, equality and professional development make it hard for technology to reach its full effect in schools.

Even though teachers generally respect and rely on digital tools, their feelings do not change much between those with or without training which means all teachers face similar difficulties and benefits. Technological gaps and continuing injustices in access to technology must be solved as a top priority to make sure all students gain from digital learning.

The successful use of digital tools in schools needs teachers who are enthusiastic and have the skills, as well as support from the institution, equal access for all and ongoing focus on investment in training and infrastructure.

6. Recommendations

Based on the results and conclusion of this study, the researcher proposes these suggestions:

6.1. Strengthen the infrastructure and the way resources are used.

Sufficient numbers of technological devices, internet access and good classrooms should be a priority for schools and educational authorities who wish to promote digital education. Making sure there is a budget dedicated to the repair and update of technology equipment is necessary.

6.2. Impact equity and inclusion in a positive way.

Special efforts and programs should be arranged to eliminate the digital divide, so that every student, regardless of their background or disability, has access to technology and digital education tools. Support for students who do not have much access to resources outside school should be widened.

6.3. Increase and Support Opportunities for Staff Training.

Programs that help teachers gain confidence and skills taught to be provided regularly. Professional development should match the real needs in the classroom and feature ongoing assistance and assistance.

6.4. Encourage Students to work together in Groups.

Motivate teachers to come together and discuss their successes, problems and new ideas about technology. Working with others inspires and improves our ability.

6.5. Check and Evaluate How Digital Tools and Systems are used.

Organize methods to frequently check if digital tools, infrastructure and training programs are working well. Changes in policies and improvements should be guided by what teachers and students say.

6.6. Ensuring All Are Involved in Making Policy:

A good education policy will speak out about equity, resource allocations, help for teachers and the condition of school infrastructure to support using digital tools in primary classes.

Putting these recommendations into practice will result in better, equal and lasting use of technology which in turn makes primary education teaching and learning of higher quality.

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